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ABSTRACT

The separate but complementary roles of the international student advisor and counselor are discussed, and foreign student personnel services are addressed. It is suggested that the increasing number of international students indicates a need for a full-time foreign student advisor. The job is complicated by the different cultures and different academic and personal problems of foreign students. International students need assistance in admissions and orientation, information about institutional facilities and services, and understanding of laws regarding aliens. English language proficiency is a major concern to admissions officials, and the advisor's role in assessing credentials and placing students is important. Foreign students are often unfamiliar with American society and aspects of university life, including academic programming, registration procedures, and financial aid, housing, and health services. An international student counselor should facilitate the student's adjustment. Most foreign students come from countries that are not highly industrialized and many have language difficulties. They face new teaching methods, different behaviors of teachers, and different expectations of students. Social relationships, career counseling, and return adjustment are additional concerns. (SW)

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ROLES AND RESPONSIBILITIES OF INTERNATIONAL STUDENT ADVISORS AND COUNSELORS IN THE UNITED STATES

By

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1982

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ROLES AND RESPONSIBILITIES OF INTERNATIONAL STUDENT ADVISORS AND COUNSELORS IN THE UNITED STATES

Introduction

Most practitioners, government officials, and theorists agree that American higher education should continue to be committed to policies and programs that have some relationship to international understanding and have an impact on international relations. Advising and counseling foreign students is one such policy implemented through a variety of programs.[1]

"Traditionally, social scientists, international educators and social policy-makers have recognized the sociological importance of emigration for education."[2] In cross-cultural relations, and in attempts to reduce the level of international tensions, recent trends in the acquisition of education from educational institutions in the U.S. can become a significant factor in improving international relations. If dealing with international students, many of whom have received their basic education and formed their attitudes in their own countries before coming to the U.S. seems too difficult a task, then

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[1]Carolyn J. McConn, "Major Issues in Advising Foreign Students: A Review," Journal of NAWDAC 27 (Summer 1964):173.

[2]Philip Carey and Alemayehu Mariam, "Minoritization: Toward an Explanatory Theory of Foreign Student Adjustment in the United States," Negro Educational Review 31 (July/October 1980):127.

probably there is scant hope for a real effort at international relations at more remote distances and at lower intellectual levels.[3]

Aside from improving American foreign relations, many U.S. colleges and universities tend to view, and review, their international student program "as their contribution to the advancement of less-developed countries."[4] Many developing countries in the world have moved education to the forefront of their priorities and often use the United States as the main training ground.[5] Because some of these students from developing countries will, in the future, be leaders in their own countries, the attitudes toward the United States which are carried home by them are important for the future of American international affairs with many of these developing countries.

Despite financial problems and, sometimes, enrollment limitations in some areas, it is critical and important to insure a successful stay for students who come from abroad.[6] "In addition to the assets international students add to campus life," there is general agreement that they can also make a valuable contribution to the national interests.[7]

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[3]Patrick J. Montana, "Advising the International Student," Journal of College Placement 29 (December 1968-January 1969):86.

[4]Patricia M. Domingues, "Student Personnel Services for International Students," Journal of NAWDAC 33 (Winter 1970):84.

[5]France J. Pruitt, "The Adaptation of Foreign Students on American Campuses," Journal of NAWDAC 41 (Summer 1978):144.

[6]A. R. Hagey and Joan Hagey, "Meeting the Needs of Students from Other Cultures," Improving College and University Teaching 22 (Winter 1974):42.

[7]Domingues, "Personal Services," p. 84.

The value of having foreign students on American campuses has increasingly been recognized by the United States. Foreign students can contribute to good relations between the U.S. and the rest of the world. It is a good opportunity for some American students to learn about other cultures. Foreign students also provide economic support to many institutions of higher education.[8] It is interesting to know that "a visible and significant subset of the student body of most major U.S. institutions of higher education" is its foreign student population.[9]

Since 1784, international students have been coming to the United States. Recent data show that the number of foreign students in the U.S. has increased to more than 300,000, and that number represents students from many countries and territories around the world.[10]

> As the statistics indicate, foreign student enrollment has been increasing and will continue to increase, suggesting that colleges and universities take a closer look at the attitudes, frustrations, and needs of the foreign student.[11]

Not too many American colleges and universities have done a lot to assist international students in achieving their expectations and

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[8]Pruitt, "Adaptation," p. 144.

[9]Glenn L. Hendricks and Kenneth A. Skinner, "Adaptive Social Patterns of Foreign Students," Journal of College Student Personnel 18 (March 1977):124.

[10]Eivind G. Ramberg, "The Foreign Student on the American Campus," The Journal of the Association of College Admissions Counselors 21 (June 1977):20.

[11]Ibid., p. 21.

needs, but, too often, higher educational institutions have been extremely generous in enrolling foreign students.[12]

Institutions of higher education need to assume an obligation to help international students when they enroll them. Colleges and universities should work through international students' problems with the assistance of qualified foreign student advisors and other college student personnel.[13] However, contact between foreign students and foreign student office personnel on campuses in the U.S. seems to be an effective bridge to American culture, and also engenders positive attitudes toward American education.[14]

Other than curricular services for foreign students in educational institutions, there are some basic reasons for providing non-curricular services, such as the following: to create a favorable image of the U.S., to fulfill an humanitarian desire to help the foreign student, and to satisfy administrative need.[15] Therefore, special attempts to help foreign students on and off the campus seem reasonable, and by giving attention to these students' needs, this aid can become an important factor in improving relationships between foreign students and those people with whom they have contact on and off the campus.

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[12]Ibid.

[13]John, Eddy, "Factors and Guidelines in Foreign Student Guidance," Journal of College Student Personnel 13 (May 1972):252.

[14]Pruitt, "Adaptation," p. 146.

[15]Homer D. Higbee, The Status of Foreign Student Advising in United States Universities and Colleges (East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1961), xiii.

Foreign students everywhere face problems in their new environments, such as those they face in the United States. Some problems can be avoided, with some help but some major issues emerge in the education of foreign students, such as their adaptation to the American educational system, their readaptation on returning to their home countries, and the relevance of the curricula to the priorities of their countries.[16] The role of educational planners, as well as foreign student personnel on American campuses, is to maximize foreign students' benefits from this educational system, and help them solve their problems, or reduce the severity of their problems now and in the future. One immediate problem to solve is their "classification."

"Alien" is the legal classification for foreign people in the U.S. and, of course, also applies to foreign students. Many Americans believe that foreign students belong elsewhere. During their period of study in this country, they are extrinsic to the social system in which Americans are involved; they are transients in U.S. society.[17] Probably, it seems that both the legal and social status of foreign students are temporary, but, it is still important to accept them as members of American society during the time that they live here.

> In attempting to cope with their financial, legal, and social situations in the United States, foreign students must operate from the position of the legal and social statuses ascribed to them and over which they have little control.[18]

This is a very difficult position of power from which to function.

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[16]Pruitt, "Adaptation," p. 144.

[17]Hendricks, "Social Patterns," p. 124.

[18]Ibid.

Recent data show that about 20 percent of the foreign student population resides in university dormitories, and, because they are largely restricted to on-campus employment during the academic year, the foreign student in many ways is more intrinsic to the university than the many American students who live and work off campus.

> Coupled with the foreign students' lack of connections to the larger society are the legal and social aspects of their position which serve to concentrate their activities within the university's environs.[19]

These facts support the need for foreign student services.

At many colleges and universities, some services are developed for international students on the basis of assumptions by staff and faculty members about the adjustment needs of these young people, rather than on any structured assessment of these international students' needs. Institutional services are often designed for foreign students based on certain common concerns that most of them have, or about which they have asked, with the idea that the needs and concerns of all international students are the same.[20] This is not a helpful situation for all international students.

The role of international student advisors and counselors in helping foreign students, in many cases, is so important that, without their help, some of these students could not be successful and finish their programs of study in the U.S. Therefore, the personnel of the International Student Advisors' Office focus their efforts primarily

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[19]Ibid., p. 125.

[20]Thomas H. Stafford, Jr.; Paul B. Marion; and M. Lee Salter, "Adjustment of International Students," NASPA Journal 18 (Summer 1980):40.

on activities stemming from the position at the critical juncture of the relationships between the foreign student, the educational institution, and the immigration bureaucracy.[21]

To be aware of the impact of international students on American campuses is to be aware of the implication their presence has for U.S. foreign policy, and the contributions they can make to the international community. "College pupil personnel services are being designed to provide help to the foreign student as he/she faces adjustment to a new way of life."[22] The long-term success of foreign students' stays in the U.S. will depend on their successful adjustment, which may in turn depend on the success of the advising/counseling process.

In this research paper, the separate, but complimentary, roles of the international student advisor and the international student counselor are discussed and the full spectrum of foreign Student Personnel Services activities is covered. These two roles are often assigned to one person, rather than two, but the differences in orientation and types of responsibilities involved in each role show the need for the separation of these two roles. Recommendations for the incorporation of these two positions into the International Student Office administrative structure are made in the "Conclusions" section.

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[21]Hendricks, "Social Patterns," p. 125.

[22]Domingues, "Personnel Services," p. 84.

International Student Advisor

Role

An advisor for international students is a relatively new position in the personnel work area, but "the literature predicts a future of progress and increased responsibilities for this position."[23] The role of a foreign student advisor is very important for the success of both the student and for some of the programs in educational institutions because they are growing so fast that many students, especially international students, cannot choose the best program of study to meet their needs without the help of a professional. Therefore, the need to have a professional working full-time as a foreign student advisor has been felt more, recently, due to the increasing number of international students on many American campuses.[24]

International student advisors have a complex job because the nature of their job demands that they become sensitive to the individual character of every case, and that they handle each case as well as others. In some cases, the foreign students advisor can become more sensitive to "cross cultural conflicts," nevertheless, they most often operate within their own cultural frame of reference--the U.S. sociocultural scene.[25] Often, results show that

> . . . many of the role requirements are similar to generally recognized requirements for student personnel workers. Some

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[23]Ibid., p. 86.

[24]Ibid., p. 84.

[25]Hendricks, "Social Patterns," p. 125.

> unique specializations emerge, however, which include acquaintance with immigration laws, world cultures, and predominant world religions.[26]

Expertise in diverse areas is demanded of an international student advisor.

As has been mentioned, advising international students, who represent different cultures and have different academic and personal problems, is not easy. As a matter of fact "nobody can hope to be an expert on the educational systems of a hundred or more countries, but with a good library and some sound admissions experience," a good researcher can generally find the needed information.[27]

International students are in many American higher educational institutions, and their problems also exist, in more or less similar ways, on most campuses. This "special type" of counseling they receive, therefore, consists primarily of advice and information determined necessary, especially for new international students, for those who must adjust not only to the usual problems of college life, but also to a strange and new environment.[28] The international student advisor should provide special information and services to help foreign students in the most useful ways. The advisor must be aware of international student needs and problems on his/her campus, and legal ways to help them.[29]

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[26]Domingues, "Personnel Services," p. 87.

[27]Marcus McCoy, Inge Jordahn, and Pete Deluca, "How to Establish a Foreign Student Admissions Office," College and University 52 (Summer 1977):498.

[28]Domingues, "Personnel Services," p. 84.

[29]Ibid., p. 85.

Administrative Duties

An international student advisor has different kinds of duties, depending on the particular needs of the foreign students at his/her institution. An awareness of the guiding principles and rules and regulations of the educational organization with which the advisor is affiliated, and how these guidelines affect foreign students, determine some of the administrative tasks that international student advisors perform.

Guiding and advising foreign students through admissions and orientation processes probably are the most important parts of an international student advisor's administrative tasks. This is especially true when most of the foreign students are not aware of the variety and differences in higher educational institutions in the U.S. Because of the lack of adequate information received within home countries, these students often face difficult choices once they get here. Many international students come to the United States with outdated information, or are sometimes unaware of institutional programs, and differences between them. Finding a good program, through adequate promotional information, sometimes is difficult even for U.S. students.[30]

International students should be provided with adequate information about institutional facilities and services provided in the new environment before they reach the U.S. This means the information

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[30]Thomas Diener, "Foreign Students and U.S. Community College," Community College Review 7 (Summer 1979):63.

should be made available to them by a responsible person within the educational institution, such as the international student advisor.

> Admissions information about the institution which is accurate and complete should be available to prospective students. Also, care should be taken to highlight special policies or procedures which apply to international students.[31]

The laws regulating the admission of aliens are also an important area about which foreign student advisors should be well informed.

Federal laws and regulations governing foreign student admissions are administered by the Immigration and Naturalization Service. "The functions of this service cover a wide range of activities relating to the entry and departure of aliens, their residence and their acquisition or cancellation of United States citizenship."[32] One part of the administrative task of an international advisor is to transfer such technical information to international students and to act as a facilitator for both international students and official governmental organizations. Creating the best system of communication possible between foreign students and their educational institutions on one side, and between international students and governmental organizations on the other side is a task of the foreign student advisor.

Planning to come and study as an international student in the United States is not too difficult, for qualified students. The first step is to apply for acceptance in an approved (by the U.S. government, the foreign government or both) educational institution, and then to apply to a counselor officer of the United States for a

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[31]Ibid.

[32]Montana, "International Student," p. 80.

suitable visa. Necessary procedures are explained, and forms are available in United States embassies or consulates around the world.[33]

> Once the international student has received his/her acceptance letter from an American educational institution, the student will undergo an intense interviewing process in his/her home country by academic advisors at nonprofit organizations and through the consulgeneral or cultural attache at the American Embassy.[34]

Receiving an acceptance letter from an American educational institution does not mean that the student will be granted permission to come to the United States as an international student. "Only if the student successfully completes the interviewing process, will he/she be one of a fortunate few applicants who will be granted a visa to study in the United States."[35]

The literature about the problems of international students shows that their difficulties related to legal status are not uncommon.

> The immigrant status of an international student requires him/her to meet certain government regulations both by the Untied States and by his/her own country. This often entails numerous reports and letters of certification.[36]

The role of an international advisor is to solve these kinds of problems for them. This is a very important role in terms of the student's successful admission. Despite the seriousness of these problems at home, however, most problems of international students arise during the time they are living in the foreign country.

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[33]Ibid.

[34]Ramberg, "Foreign Student," p. 21.

[35]Ibid.

[36]Domingues, "Personnel Services," p. 85.

Informing international students about laws and regulations which will govern their stay in the U.S. for the length of their period of study is a task of the advisor which is very important for international student success. A good foreign student advisor must have adequate knowledge about these regulations and laws before he/she can be helpful to foreign students. For example, international student advisors seldom know that

> . . . permission must be obtained from the Immigration Service for international students to work, to change their educational institutions, to extend their periods of study, and to drop below a certain required minimum level of credits.[37]

So long as international students are not informed, it is possible for them to make mistakes. Informing them should be one part of an international student advisor's administrative tasks.

Admissions

One selection and admission of qualified students from those who request permission to study in the United States is a complex and demanding process for admissions personnel.[38] Many of the students who come from "emerging nations" have met educational standards which are not adequate or comparable to those of an American or European candidate. Because of this, admissions officers are confronted with a difficult task in determining the acceptability of foreign student academic credentials.

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[37]Ibid.

[38]McCann, "Advising Foreign Students," p. 173.

Proficiency in the English language is, of course, a major measuring tool used to approve or disapprove the admission of an international student to an educational institution in the U.S. Many students, despite strong English language backgrounds, still have language difficulty once they arrive in the U.S. For this reason, "achievement testing in English proficiency in connection with admission requirements is slowly being replaced by the use of prognostic instruments to determine an applicant's aptitude for learning English."[39] More adequate testing programs can help admissions officers and international student advisors find the true level of a candidate's English language proficiency. "Ideally an international student advisor specially trained in linguistics and speech should interview all foreign students upon their arrival on campus to discover their level of language competency."[40] If the English of the international student is not quite good enough, then the advisor should inform him/her of assignment to special classes for instruction in English. These classes can provide the maximum opportunity for practice and improvement necessary for the foreign student in his/her mastery of English.[41]

The role, in admissions, of the foreign student advisor, therefore includes adequate information dissemination, processing of credentials, and the proper placement of students in remedial classes

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[39]Ibid., p. 175.

[40]Domingues, "Personnel Services," p. 86.

[41]Ibid.

as indicated by the admissions process. The successful completion of this task is a step toward success for the foreign student.

Responsibilities

International student advisors can have colorful and responsible careers in higher educational institutions because they are required to learn so much about the problems of foreign students. They are responsible for helping students solve their problems in becoming oriented to their new environment, selecting their academic programs, solving financial problems, and securing housing and health services.

The most serious problem that most international students face in the U.S. is their lack of English proficiency. A close second is finance. "Admissions, selection, academic advising, and records are also top problem areas."[42] It is the international student advisor who has the responsibility for helping each foreign student, individually, solve these problems. The foreign student advisor is responsible for identifying the problems of international students on his/her campus, classifying them, and finding the best solutions for them. He/she is responsible for knowing what the major problem areas of most international students are, and what problems are likely to emerge after they arrive on his/her campus. Serious problems can be solved through the awareness of the international student advisor.

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[42]Diener, "Foreign Students," p. 61.

Orientation

International students, after arriving in the new environment of the university, need special care and, sometimes, immediate help in order to be introduced successfully to American higher education. Orientation procedures can help them become aware of aspects of university life, such as, academic programming, registration procedures, financial aid, and housing and health facilities.[43]

"One of the first and best ways to introduce an international student to the American campus is through a presemester orientation program."[44] According to the literature, becoming oriented to American culture, its mores, customs, and social and political institutions is the most significant aspect of international student adjustment in the United States during their period of study here.[45] This presemester orientation is a first step.

The exposure to all aspects of American society, the conflicting values and attitudes held by the American citizenry, crucial issues such as the racial crisis,[46] that a student has, increases the difficulty in adjusting to the new situation in the long view. The international student advisor can help foreign students in their initial adjustment to a new life in new society, but the literature shows the best help an advisor can give is to help the students help

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[43]McCann, "Advising Foreign Students," p. 174.

[44]Ramberg, "Foreign Student," p. 21.

[45]McCann, "Advising Foreign Students," p. 174.

[46]Ibid.

themselves. This goal can be met through "a continuous orientation process that begins before leaving their countries,"[47] and continues until they return.

It can be a great help to an international student advisor if the students have some background information about their new environment, and the problems that they may face, before they leave their countries. However, the ultimate responsibility for orientation lies in the hands of the advisor.

Academic Advising

The requirements for an U.S. degree may be quite different from those with which a foreign student has been accustomed. Program standards and course content are often different and difficult for an international student. These students especially need proper guidance and advice. Unfortunately, "inadequate advising has been found to be a major cause of students failing to graduate on schedule."[48] Advisors must try to improve this poor record.

For many international students, contact with advisors and counselors after their arrival in the United States is an immediate kneed which is not always met. Advisors can design and plan an adequate academic program for international students, only if they are available. Successful planning by international student advisors also has another dimension--awareness of the academic work and

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[47]Domingues, "Personnel Services," p. 85.

[48]Dierer, "Foreign Students," p. 63.

program requirements as they will affect foreign students.[49] This dimension has gained in importance because many international students feel a need for guidance which includes orientation to the methods of instruction to which they will be exposed in their academic programs and the types of evaluation they will undergo. It seems that most of them need much more help in adapting to their programs than in the planning itself.[50]

It is best for international students to start with courses with which they are most familiar and comfortable with the subject, and in which the English is not too forbidding.[51] The international students advisor should guide them and explain the advantages of this approach in helping them adjust. In terms of su-cessful adjustment, academic advising clearly plays a very important role in both the initial and the long-term successes of most foreign student programs of study.

Finance

"Financial problems are probably the most frequently encountered difficulties of international students."[52] Although a requirement of the United States government is that all incoming international students have enough money to last at least one year, some students

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[49]Jane H. Walter-Samli and Coskun A. Samli, "A Model of Career Counseling for International Students," The Vocational Guidance Quarterly 28 (September 1979):53.

[50]Ramberg, "Foreign Student," p. 21.

[51]Ibid.

[52]Domingues, "Personnel Services," p. 85.

still experience financial problems in the first year. This is sometimes because of their lack of skill in managing their money, especially in a new and exciting environment.[53] Other times, the students experience confusion over fluctuating currency exchange rates. For some international students, whose governments pay their tuition, if the government is not on time, these students' financial problems start sooner than for others.[54]

> In theory, the international student has assured the U.S. government that he/she has adequate financial resources for the proposed period of study. In reality, the need--either actual or perceived--for self support through remunerative employment may be as great for the international student as it is for the U.S. student.[55]

Undoubtedly, recent changes in immigration regulations (which are more restrictive of foreign students in job seeking) will make employment for all aliens, including international students, more difficult than before. The economic situation has had a great impact on employment for Americans as well as limiting opportunities for aliens.[56] For aliens, however, their survival may be seriously threatened. International students must be made aware that they cannot count on a job in the U.S. for additional support during their periods of study.

The international student advisor can help foreign students to manage better in the U.S. by informing them of available financial

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[53]Pruitt, "Adaptation," p. 145.

[54]Diener, "Foreign Students," p. 63.

[55]Hendricks, "Social Patterns," p. 126.

[56]Ibid., p. 127.

aid services, and can guide them in being more careful in spending their money, especially in the first few months. This can be a great help to most of the international students who are, for the first time, abroad.

Housing and Health Services

One of the most critical problems for international students is the shortage of housing facilities. It seems the shortage of housing in many colleges and universities will continue in the future, too, because, although some of the larger universities have established international houses, experience has shown they have not always been the answer to the many interrelated problems centered in housing.[57]

Another serious problem for international students is to have adequate health services provided, as well as health insurance. So far from home, these students must have reliable resources to which to turn in case of ill health or accident. These services are crucial for foreign students.

It is helpful to international students, if colleges or universities provide a good program of health care for them. However, in a foreign country, it is vital that they have, as a supplement to these services, good health and accident insurance.[58] The international student advisor should also be sure that the college health program is understood and utilized by his advisees.

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[57]Domingues, "Personnel Services," p. 85.

[58]Diener, "Foreign Students," p. 64.

It is expected of a good international students advisor that the insurance provided give maximum benefits at minimum cost to the students. This is especially important to international students because they have a limited budget on which to live and study in the U.S.

International Student Counselor

Role

The need for skilled counselors trained especially to work with international students has been felt more recently because of the rapid increase in the number of international students. The adjustment to a new environment, for these international students, can happen faster and more easily with the help of an experienced foreign student counselor.[59]

American counselors have, however, grown up in western culture, and have learned to use counseling theories and techniques that are most appropriate for students in western countries. For students coming to the U.S. from similar cultures, these techniques are helpful in counseling them.[60] For students from Eastern cultures, problems may arise because of cultural differences.

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[57]Domingues, "Personnel Services," p. 85.

[58]Diener, "Foreign Students," p. 64.

[59]McCan, "Advising Foreign Students," p. 175.

[60]Walter-Samli, "Counseling," p. 48.

The American Psychological Association has said that "offering services to persons of culturally diverse backgrounds by persons not competent in understanding such groups is regarded as unethical."[61] This statement emphasizes the importance of high-level skill development in international student counselors and a necessary familiarity with cross-cultural counseling.

> The counselors unfamiliarity with culture-specifics, such as values, family systems, and governmental pressures, creates a gap in the communication/counseling processes. The intercultural counselor needs skills to recognize and use cultural value assumptions as potential guidelines.[62]

The importance of these factors in international student counseling cannot be stressed too much.

The international student counselor should be aware that the formal training in counseling that he/she has had may not be applicable to some international students.[63] Foreign student counselors should not count on their understanding of objectives and motivations typical of American students to help them counsel international students. All in all, they would do well to forget many of their previous experiences, and some of the common techniques they have used with American students. As international student counselors, they should view their jobs as ones in which a continuing process of learning and understanding is a major part.[64]

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[61]Ibid.

[62]Ibid., p. 50.

[63]Man Keung Ho, "Cross-Cultural Career Counseling," Vocational Guidance Quarterly 21 (March 1973):189.

[64]Domingues, "Personnel Services," p. 84.

There are three areas of understanding important to the success of international student counselors.

> First, he/she must recognize that international students progress through several distinct stages with discernible characteristics at each level. Second, the counselor must be aware of which characteristics in American culture are most strikingly different to the international student. Third, the person doing counseling with non-American students must be alert to the patterns of interpersonal relationships that are unique and often frightening to a newcomer to the American campus.[65]

Understanding in these areas will result in the awareness necessary for counselors to meet foreign student needs.

International student counselors need to become sensitive to foreign students' problems and knowledgeable of the dynamics of cross-cultural communication. It is difficult for an international student to reveal his/her problems to a stranger in a strange land, particularly to someone with the name of "counselor." He or she may not be hopeful that his/her problems will be solved just by talking with a "foreigner."[66]

The fear that a foreign student may feel toward an international student counselor points out why the counselor should be careful not to stereotype foreign students and treat all students from the same country alike. Each foreign student should be treated by the counselor on the basis of each individual's situation.[67]

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[65]Ibid., pp. 84-85.

[66]Ho, "Cross-cultural," p. 189.

[67]Ibid.

Facilitator

An international student counselor will be a facilitator for foreign students if he/she takes the role of counselor as one requiring maximum honesty and an humanistic attitude.

> Sometimes the counselor's honesty may be a cultural shock or disappointment to international students who are accustomed to implicit means of communication, to receiving praise from those who represent authority or significant figures to them.[68]

In fact, it is the humanistic approach and attitude of international student counselors that are most appreciated by international students, "who are human first and foreign students second."[69]

Counseling services, depending on their availability and quality, can play a critical role in the ultimate success of international students.

> The coordination and integration of the entire educational experience, in or out of the classrooms, is of prime importance in any attempt to create an environment that promotes satisfactory adjustment for foreign students.[70]

It should become distinguishable, for international students, which faculty members are responsible for in-class learning and which are responsible for out-of-class learning.[71]

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[68]Ibid., p. 190.

[69]Ibid.

[70]Roger J. Penn and Marvin L. Durham, "Dimenions of Cross-Cultural Interaction," Journal of College Student Personnel 19 (May 1978):267.

[71]Ibid.

As foreign students become aware of th differences in faculty roles and responsibilities, they will be discovering other sources of help in problem solving. The international student counselor will remain, however, the foreign students' tie to home. As a facilitator, someone well aware of the special problems of each student, the counselor will complete the circle of supportive professional friends.

Adjustment Counselor

Most people who move to a different part of the world for the first time face many difficulties. Obviously, to a greater or lesser extent

> . . . all international students face the problem of cultural shock. This is brought on by language difficulties, new food and climate, new sets of rules for communicating with other people, and often a sharply reduced social status.[72]

Sooner or later, however, almost everybody adapts to the new environment and adjusts to the new life.

Adaptation has two components: adjustment and assimilation.

> Adjustment means coping with one's environment sufficiently well to be happy, comfortable, and fairly free of problems. Assimilation means interacting freely with people from the host country and accepting their culture.[73]

Adjustment takes place at different levels, such as, physical, psychological, and attitudinal.[74] Adjustment to a new environment is

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[72]Pruitt, "Adaptation," p. 145.

[73]Ibid.

[74]Ibid.

not similar for everybody. It depends on the character and personality of the person more than the other elements such as sex, age, and knowledge.

In counseling international students, one general principle should be kept in mind.

> The more different the international students cultural background is from that of the United States, the more likely it is that these international students will develop emotional problems during adjustment. These problems are quite often manifested in psychosomatic complaints.[75]

For this reason, the counselor must keep a close watch on the health of the students in order to detect possible emotional problems.

The expectations of international students regarding academic, social, cultural, and financial factors in their new environments probably did not prepare them for the actual complexity and importance of these points. If the student can learn with the help of a knowledgeable and experienced international student counselor, that student may achieve success in his/her academic program, meet his/her expectations, and, therefore, successfully adjust to the new environment.[76] Understanding foreign students' needs and expectations, and helping them, in the right way, is the "art" of the international student counselor.

If international students adapt well, almost always they will succeed academically and enjoy more of their life during their stay in the U.S. "Also, they will probably return home with a positive

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[75]Domingues, "Personnel Services," p. 85.

[76]Ramberg, "Foreign Student," p. 21.

attitude toward the United States."[77] This is an ultimate goal of foreign student counseling.

Responsibilities

Problem Solving

Problem solving is one of the most important parts of an international student counselor's responsibilities in his/her career. Although international students represent the intellectual elite of their countries, because they are in a different culture and, in fact, in a new world, they face many difficulties that most American students do not.[78]

For many international students, holding an American degree has a great deal of prestige. Because of this fact, thousands of young people from around the world try to come to the United States and study in one of the American educational institutions.[79] Most international students know, however, that it is not easy to study in a foreign country, but they do not know the degree of difficulties that they are going to face.

For one thing, "the social status of being somehow different presents international students with a certain amount of ambiguity." On one side, it is not often expected of international students that they understand what is going on within the university. They are not expected to participate in all its facets, and it is assumed they

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[77]Pruitt, "Adaptation," p. 146.

[78]Ibid., p. 144. [79]Ibid.

have difficulty managing within the university and within U.S. society in general. On the other side, international students often are expected to understand everything in the educational institution to the same degree that U.S. students do, and to participate and perform adequately in the same academic programs as do American students. Enough attention is not granted to international students' difficulties. Recognition of their problems needs to become a concern of counselors.[80]

The problems international students face in a foreign country are many and different. They can

> . . . include sheer lack of command of the language, inability to identify a reference group, disorientation in a new setting, unanticipated financial problems and lack of familiarity with the mores and norms of the host society.[81]

These problems are common on almost every campus at which international students study.

The international student counselor is responsible for identifying the problems of international students on his/her campus, categorizing them, and finding the best solutions for them. A good counselor can truly help international students become successful in their academic and personal life during their studies abroad.

Cultural Differences and Adaptation

Cultural differences are problems which become apparent from the moment the student enters the U.S.:

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[80]Hendricks, "Social Patterns," p. 125.

[81]Carey, "Minoritization," p. 127.

> In any evaluation of an international student is a sense that the foreign student is culturally different, though the exact nature of this difference escapes clear formulation--largely because of the lack of specific knowledge about the international student's cultural background.[82]

It is generally agreed that one of the major barriers to the facilitation of meaningful relationships is cultural variables.[83] Without meaningful relationships, the foreign student will not adapt well.

Most international students come to the United States from countries which are not highly industrialized. Advanced industrial societies, such as the U.S., have more complex values in their cultures. For this reason, "the complex values of an advanced industrial society frequently come into sharp conflict with prevailing cultural orientations of the less industrialized societies."[84] It makes adaptation and adjustment more difficult for international students in the U.S..

Observations about the adaptation of immigrants have shown that four adaptation modes which apply to them can be related to the entrance into a new social/cultural system by students. This entrance involves their "minoritization."

> The first phase in the minoritization of the international student is generally characterized by a dualism that involves the possession of at least two sets of cultural orientations that serve to facilitate the student's initial experience and perception of his/her environment.

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[82]Hendricks, "Social Patterns," p. 125.

[83]Ho, "Cross-Cultural," p. 189.

[84]Carey, "Minoritization," p. 129.

The second phase of social cultural adjustment "signals the beginning of the student's conscious attempt to employ some of his/her learned social skills to circumstances in the new environment." The third pattern of socialization as a minority "occurs in the form of multiple adaptations involving a conscious and determined attempt by the student to strike a balance between the cultural experiences that he/she possesses." The final phase of socialization as a minority "generally tends to lead into a fatal immersion in the host country's culture and social activities."[85] The word fatal is used in the sense that these students become so immersed in the new culture that they lose their desire to return to the old culture.

Naturally, adjusting to a new society is easier for some students than for others. Adjusting and adapting to a new environment has a direct relationship with one's individual character and desire to adjust. Providing better circumstances and personnel, such as counselors, for international students can help them adapt faster and more easily to the new culture and new life in the new environment.

Language Difficulties

"English language competence is a vital factor affecting the success of an international student both in his/her academic and adjustment."[86] Without a doubt, language difficulties are on the tops of the lists of barriers most international students face on

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[85]Ibid., pp. 133-134.

[86]Domingues, "Personnel Services," p. 86.

arrival in the United States. The length of the period of study for all international students in the U.S. has a direct relationship to their English language proficiency.

"The number of foreign applicants for admission to U.S. colleges and universities who do not possess fluency and in many cases even familiarity with spoken English appears to be increasing."[87] This means that failures in communication between international students and faculty members, and others with whom they come in contact (such as counselors) are growing more common instead of less common.

The international student counselor should be aware of the level of English proficiency of the international students on his/her campus. Only a patient and knowledgeable counselor, with a good plan and an adequate remedial English program, can help international students improve their English fast enough to avoid academic failure.

Some counselors may find an international student who does not even know his/her instructors' names or course titles after a long enough time in which to have become familiar with his/her new environment.[88] Unfamiliar names, that the students may not even be able to pronounce correctly are difficult to keep in mind.[89]

International students also need to get adjusted to America's accents. On the other hand, foreign students' accents also make

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[87]McCann, "Advising Foreign Students," p. 175.

[88]Joyce Shana'a, "The Foreign Student: Better Understanding for Better Teaching," Improving College and University Teaching 26 (Fall 1978):244.

[89]Ibid.

communication difficult for faculty. Accents are a special problem for international student counselors because they have to communicate with many different foreign students, from different countries and with a variety of accents.

Educational System

The educational system and atmosphere of the United States are new to many international students who arrive at U.S. educational institutions. New methods of teaching, different behaviors of instructors, different expectations of students (such as writing term papers), different methods of research, more homework, all combine to make the new system more difficult for international students.[90]

Experience has shown that international students "often are slow and clumsy, revealing their lack of experience" in some areas, such as lab work and research.[91] Some international students "have never consulted a written reference source beyond their textbook for writing a paper; thus, they have no concept of the value, resources, and use of a good library."[92] Some of them have not even had adequate textbooks in their past courses.[93]

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[90]Irvin G. Lewis and Anna Gretta Hojdahe, "Foreign Students in the Community College," College and University 55 (Summer 1980): 412; and Shana'a, "Better Understanding," p. 244.

[91]Shana'a, "Better Understanding," p. 245.

[92]Ibid.

[93]Ibid.

The international student counselor should be aware of the educational problems and difficulties that international students face. The counselor must not only help students directly, but must also inform faculty members who are working with foreign students in order to help the students indirectly.

Many international students, who are new to studying in the English language, may well make errors under tension, especially when they are being tested.

> Since the object of most exams is to determine knowledge of the subject in order to permit progress to more advanced work, it is important such errors are recognized in proportion relative to the objectives of the course.[94]

The international student counselor can guide students, who need to improve their English, to take advantage of campus services which offer special help in these areas of need. Simultaneously, the counselor can inform instructors about these problems and help them become more helpful to those foreign students who have the knowledge of the course, but are not able to answer exam questions because of language, tension and time.

Sooner or later almost all international students learn English well, and become accepted into the educational system in the U.S. It is important, also, to train them for their futures, and the futures of their countries. "There is general accord in the literature that 'flexibility of approach' in adapting existing curricular offerings to the skills, backgrounds, needs, and interests of the

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[94]Ibid., p. 244.

foreign student from the emerging nations is increasingly important."[95] The counselor can help solve curricular problems by attempting to determine the student's particular needs and interests, those of his/her country of origin and how they can match the institutional offerings.

The role of the international student counselor as a facilitator becomes especially clear as he/she tries to increase the understanding of the foreign student about the educational system in the U.S. For those who come from quite different educational systems, and who have attitudes toward education quite different from Americans, this facilitation is vital.

Social Relationships

The literature shows that adjustment and adaptation to life in the United States, for most international students, are not easy. Some foreign students live for quite a long time alone or in withdrawal. Others live with a small group or have limited interaction within their small society of friends.[96] However, after a while, t' begin to find friends in their educational institutions and in th neighborhoods.

> Most international students' close friends are fellow nationals or foreign students from other countries. Because of the constant transmission of information among close friends, each international student acts as an information broker for friends.[97]

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[95]McCann, "Advising Foreign Students," p. 176.

[96]Carey, "Minoritization," p. 127.

[97]Hendricks, "Social Patterns," p. 126.

It is important that the international student counselor understand the importance of these relationships.

Most friendships between international students are formed because of some similarities in their cultures, or because their characters or interests are compatible. Many international students choose Americans as friends in order to improve their English more quickly or to learn more about American culture and life. This can help ease their adjustment to their new environment.

Adjusting to U.S. society is very difficult for some international students. "Homesickness and climate changes, as well as cultural differences in dating and friendship-building customs, make the life of those foreign students in the United States hard."[98] An experienced and knowledgeable counselor can help international students have a smooth entry into American culture.

Adjustment to American culture, for most international students, involves two main processes.

> First, the students are re-socialized into the mainstream of American society and culture by learning new values, beliefs and modes of behavior. Second, the students selectively pursue modes of behavior that maximize their adjustment in American society as they find it appropriate and beneficial to the attainment of their projected goals in education.[99]

The counselor should be involved in both these processes.

It cannot be ignored that social relationships for all international students are vital. An international student counselor can

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[98]Diener, "Foreign Students," p. 63.

[99]Carey, "Minoritization," pp. 130-131.

make forming these relationships easier for foreign students by helping them understand the complexities and formalities of American society and can, hopefully, help prevent related cultural problems.

Career Counseling

The international student counselor has begun, in recent years, to take on the role of career counselor for international students. Because career counselors act as analysts of a student's potential, they are concerned with planning a good program for international students which will help them become best prepared for a successful career in the future. If they return to their countries or if they stay in the U.S., this success may be determined by the degree to which they were "matched" academically with the best program for their chosen careers.

Career guidance of international students has complexities unlike career guidance for American students. International student counselors should become aware of the career guidance and placement assistance problems which many international students will place before them.

> Despite the complexities in those areas for foreign students, problems shake down into two general categories. First, there are those students who seek to remain in the United States even for a short time, and second, those who want to return home immediately.[100]

Both these categories come under the career counselor's responsibilities. Awareness is the key to successful counseling.

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[100]Edward DeAntoni, "Foreign Student Career Counseling: A Personal View," International, Educational and Cultural Exchange 7 (Winter 1971-1972):101.

"The traditional assumption that foreign students return home following graduation no longer is correct. Instead, an increasing number choose to stay in the United States."[101] Some international students prefer to stay in the United States after their graduation because of the greater freedom, compared to that of their own countries, they have experienced in the U.S. Others,

> . . . due to the conceptual and technological sophistication of the American educational system, find that their own countries are unable to accommodate their training or provide opportunities for further professional growth for them in the future.[102]

These students will likely opt to stay in the U.S.

Many international students accept the new life styles and value systems of the U.S. after a few years in American society. "As a result, they become more democratically and individualistically oriented, therefore, more attracted or even accustomed to American patterns of living."[103] America becomes the desirable place for them to build their futures.

Though international students in America obtain a unique and enriching educational experience, "they are rarely provided with proper information and guidance in career development."[104] These reasons are why, sometimes, when international students try to stay in the United States and find jobs related to their educational

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[101]Ho, "Cross-Cultural," p. 190.

[102]Ibid., p. 187.

[103]Ibid., pp. 186-187.

[104]Walter-Samli, "Counseling," p. 49.

experiences, they are unsuccessful or cannot find jobs related to their educational backgrounds.

Few professionals provide an adequate career guidance program for international students. Also, those few professionals probably have areas of weakness in their programs. That this problem has come about is unfortunate, because it seems there is no serious obstacle to offering better career guidance to international students other than the attitudes of the professionals involved and the limitations of university budgets.[105]

When career counseling is included in foreign student services, it should first involve the development of the following two key aspects: "a general description of the career counseling process for the international student and counselor awareness in the counseling process."[106] Included in this counseling process are five stages necessary for effective career counseling. These five stages are discussed in the following pages.

The first stage of effective career counseling involves sensitizing students to the availability of career opportunities in their home country. For this purpose, the international student counselor should recommend that international students follow and study events and developments occurring in their own countries. Academic and career opportunities should also be identified by the career counselor based on the most accurate data about the home country the counselor

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[105]DeAntoni, "Career Counseling," p. 101.

[106]Walter-Samli, "Counseling," p. 49.

can secure.[107]

Following sensitization, the second stage is consultation. Consultation should help the student in his/her pursuit of a specific job or career objective which is closely related to the abilities and skills that each individual possesses. A good international students counselor, who is also cognizant of the cultural backgrounds of the international students, should give equal attention to other important variables, such as previous educational/occupational settings of the students, family events and influences, and political trends, both at home and abroad, when he/she is advising or helping an international student find a job.[108]

An international student counselor who is seeking to help a foreign student find a job should be aware of some of the problems which will, or may, confront that student.

> Visa status uncertainties, personal acculturation limitations, stereotyped behavioral expectations of prospective employers, difficulty in English language, lack of employment opportunities in his/her field, and unfamiliarity with job-hunting techniques [are the most important of them.][109]

Counselors consultations should cover these factors for international students who are trying to find adequate jobs which are related to their educational backgrounds.

Consideration of these factors leads to the third stage of the career counseling process, the redirection of the international

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[107]Ibid., pp. 50, 52.

[108]Ho, "Cross-Cultural," pp. 188-189.

[109]Ibid., p. 190.

student before the final decision regarding career choice is made. "The career counselor should be alert to early signs regarding the quality of the match between the international student and his/her chosen career,"[110] in order to redirect that student, if necessary.

The fourth stage, evaluation of the training experience, is perhaps the most significant step in the cross-cultural career counseling process. It is very important that international students engage in practical training related to their expected careers in their home countries.[111] Sooner or later, the degree of expertise they demonstrate in these skills will become a significant element in their hunt for a good job. Therefore, the career counselor should examine the relationship between the academic program and the practical training provided and guide the students to choose the program most appropriate to their needs.

Preparation for a job search is the fifth stage in effective career counseling. With the unemployment rate increasing in the United States, international students are facing serious difficulties in seeking employment.[112] "Employment of international students in the U.S. is further complicated and limited by the recent decline of demand in science and engineering fields, in which most of the foreign students are trained."[113] This is a dilemma of foreign students for

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[110]Walter-Samli, "Counseling," p. 52.

[111]Ibid.

[112]Ho, "Cross-Cultural," p. 186.

[113]Ibid., p. 188.

which they can be better prepared through the help of a concerned career counselor.

Most international students are unfamiliar with job-hunting techniques used in the United States, because it is a cultural phenomenon.[114] "Thus, the international students' success in a career search will occur when preparation meets opportunity for both the client and the counselor."[115] However, finding a job, for most international students, could depend on their experiences with a career counselor.

Return Adjustment

It is no longer an assumption that international students are going to a country to study for well-defined reasons, and will return home to use their newly acquired knowledge and skills.[116] Many reasons can be identified for international students' decisions to stay in a foreign country after graduation or to return to their home country.

In previous pages, some reasons have been discussed which point out why some foreign students would like to stay in the United States, such as better job opportunities, new life styles, new value systems, more freedom, and personal reasons. Despite these reasons, however, most international students would like to return to their home counties after graduation. "According to the Institute of International

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[114]Ibid.

[115]Walter-Samli, "Counseling," p. 54.

[116]DeAntoni, "Career Counseling," p. 92.

Education, 87 percent of all graduating foreign students plan to return to their homeland," and it is estimated that more than 80 percent do return home.[117]

Not all international students who do return home do it voluntarily. Many of them have agreements with their governments, private companies or institutions to return home after completing their education in the United States.[118] Many prefer to return home after graduation because of cultural shock and the loneliness of living in a foreign country. Some cannot resist for even a few years, and they return home before graduation.

International students should also be aware, by counselors, of potential problems they may face when they return home. Among these problems are the inability to work in the chosen specialty, the unavailability of U.S. scientific technology and equipment, and the return to a significantly different life style. "The career counselor, therefore, may assist the international students in evaluating past and present experiences in view of realistic expectations upon return home."[119] Return adjustment, if it is to be successful, requires planning.

For international students who return home, adequate opportunities must be provided to use their knowledge in their home countries by both educational planners in the United States and in their own

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[117]Ramberg, "Foreign Student," p. 21.

[118]DeAntoni, "Career Counseling," p. 92.

[119]Walter-Samli, "Counseling," p. 53.

countries.[120] The number of international students who consider returning home following completion of their study will do so because of better employment opportunities and relative standards of living at home as compared to the host countries, rather than for personal motives or values. These predictions can be determined by scientific research,[121] and, with this scientific information career counselors can assist international students to make realistic decisions based on their educational backgrounds and experiences, and on job-opportunities in their homelands.

Conclusions

The number of international students is increasing yearly in the United States. Most American higher educational institutions have international students, and services and facilities for them, but many colleges and universities have none. In fact, those institutions which do have foreign student services often do not give enough attention to those students. "Any institution which has international students must have a commitment to international education and must provide funds and staff to adequately support an international student program."[122] It is not enough to admit foreign students, the institution must also serve them.

At least one international student advisor for every campus which has international students is necessary. This advisor should

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[120]DeAntoni, "Career Counseling," p. 102.

[121]Ho, "Cross-Cultural," p. 189.

[122]McCoy, "Admissions Office," p. 501.

have the authority as well as the responsibility to create an "International Student Office" which meets foreign student counseling and program coordinating functions.[123] "This office should make available all information that international students need as well as provide research and evaluation on students such as their selection, retention, and attrition."[124] This information is valuable to university faculty and administrators as well as to other foreign student service personnel at other institutions.

In colleges or universities with foreign student populations, the administration and other offices which deal with admissions, financial aid, and counseling should become sensitive to the special problems of international students, even if they have a specialized foreign student office.[125] Understanding and meeting the needs of international students requires the help of the entire professional staff. Staff development programs should include training for faculty about the international students on the campus.[126] Cooperation of the kind mentioned in this paragraph can result in a least restrictive environment for foreign students.

International student counseling has a lot of complications because such counseling is offered by numerous professionals who are almost totally unprepared to perform cross-cultural counseling. These

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[123]Eddy, "Factors," p. 253.

[124]Ibid.

[125]Pruitt, "Adaptation," p. 146.

[126]Diener, "Foreign Students," p. 63.

professionals include the following: "international student advisors, directors of international studies, counseling center personnel, academic advisors, and other faculty members."[127]

"United States institutions of higher education exhibit many evidences of having suffered a 'cultural lag' insofar as their modern role in cross-cultural education is concerned."[128] By foreign students, this cultural lag may be overcome.

Improving foreign student service programs offered by International Student Offices requires recommendations which specify what kind and how these improvements should be effected. The following pages of recommendations were taken from the work of Homer D. Higbee and offer reasons why, and ways how, foreign students and foreign student services should be handled.

1. In the interest of the growth and maturity of United States higher education, and in recognition of the unmistakable need for educating students of today to live in a vastly contracted world, the presidents and their top academic and non-academic staff must be continuously apprised of the demand for an international dimension in education.

2. United States institutions of higher education which enroll students from abroad should view receipt of foreign students as a mutually beneficial exchange of knowledge. Present tendencies to view the educating of foreign students as a one-way contribution have

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[127]Walter-Samli, "Counseling," p. 49.

[128]Higbee, Advising, XII.

emphasized the giving aspect to the point that a patronizing attitude has developed in too many foreign student programs. This has been emphasized by the increasing number of students coming from developing countries.

3. Regardless of the size of the institution or its breadth or narrowness of view of its role in international education and exchange, standards of academic quality must be maintained in the interest of the reputation and integrity of United States higher education and in the best interest of the foreign student and his/her home country.

4. The universities are often unable to provide adequate language training and have the unpleasant choice of compromising performance standards or dropping the student.

5. Information about United States education, both qualitative and quantitative, must be made more readily available to prospective foreign students before they leave their home countries. Emphasis should be placed on the diversity of institutions, academic quality demanded, and the kinds of education offered. Emphasis should also be placed on the need to select an institution which appears most likely to offer the particular type of education sought by the individual student. There are far too many students who select their institution on the basis of its name or scholarship aid program without regard to whether it offers the type of education needed.

6. United States institutions of higher education have great need for much more information about the educational systems of countries from which they receive large numbers of students. This

information should include knowledge of course content, quality of staff, and standards of expected performance.

7. There was enough evidence in the response to our Foreign Student Questionnaire and evidence gathered in interviews to suggest that more attention should be accorded academic advice as an area of need among foreign students.

8. The frequency with which presidents of universities and members of their faculty and staff have commented about the financial problems of their foreign students suggests the urgency for a penetrating appraisal of this area of foreign student need.

9. The Foreign Student Adviser must be an integral part of the international activity team at his/her institution. Working with foreign students cannot be a successful venture if carried on in isolation.

To have an international student program on campus is significant and beneficial for the college or university, as well as for international students. The worth of having such a foreign student program was noted in the following statement:

> The international student with an effective foreign student program will make his/her adjustment to America and American democracy more quickly and understandingly; the foreign student advisor will find his/her burden lessened; the university will have a student better equipped to handle the intricacies of the American educational system; the general public will have a person who can contribute to its fund of knowledge because of the student's participation in community activities; and instead of returning home disillusioned with America and American democracy, the student will be an effective and positive agent in furthering understanding.[129]

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[129]Ramberg, "Foreign Student," p. 22.

International student advisors and counselors, and their offices, can play the role of aid and information agencies for international students about themselves and their abilities and about the special opportunities and facilities that they have in American colleges and universities. They can help foreign students to be realistic about their own countries's needs and the opportunities they can have there after their graduation.

It should be hoped that better services for international students will be available in the future on almost all American campuses which have international students. It can be hoped, that with better services and more facilities, international students can have more success in their academic lives as well as in their private lives. Because international students can play roles of great influence in their own countries after they return home, the help of international student advisors and counselors, as well as other responsible persons in colleges and universities, can help them "have greater understanding of what they observed and know about who Americans are and what America is."[130] This is the goal of international student education.

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[130]Ibid.

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